

DOCUMENT RESUME

ED 041 575

JC 700 185

AUTHOR Gallo, Robert R.
TITLE OCCP Proposal No. 24A to Evaluate a College Level Program Offered by Auburn Community College to Maximum Security Inmates at Auburn State Prison Utilizing Innovative Teaching Techniques.
INSTITUTION Auburn Community Coll., N.Y.
PUB DATE Apr 70
NOTE 30p.
EDRS PRICE EDRS Price MF-\$0.25 HC-\$1.60
DESCRIPTORS *Feasibility Studies, *Institutionalized (Persons), *Junior Colleges, Longitudinal Studies, *Post Secondary Education, *Rehabilitation Programs, Teaching Techniques
IDENTIFIERS *New York

ABSTRACT

This report suggests a research design for a 5-year investigation of the feasibility and of the effects of three differentiated educational programs on the rate of recidivism for prison inmates. Eligibility for the program will be based on possession of a high school diploma or equivalency certificate, desire to participate in the program, and classification as a "low risk" prisoner. Three methods of instruction will be used concurrently during the program. One allows a small number of inmates to receive their instruction on the campus of Auburn Community College (New York). In addition to the three groups receiving instruction, there will also be control groups to provide comparative data. Assignment to treatment and control groups will be based on procedures designed to eliminate bias. Data to be collected include: (1) relative program costs; (2) recidivism rates between participants and eligible non-participants, and those associated with various treatment methods; and (3) relative influence of student characteristics and the educational program on recidivism rates. A large data base will be assured by randomly assigning new arrivals at the prison, who meet program entry requirements, to either the treatment or the control groups every four months. (J0)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
POSITION OR POLICY.

RESEARCH PROPOSAL

OCCP PROPOSAL NO. 24A TO EVALUATE A COLLEGE LEVEL
PROGRAM OFFERED BY AUBURN COMMUNITY COLLEGE TO
MAXIMUM SECURITY INMATES AT AUBURN STATE PRISON
UTILIZING INNOVATIVE TEACHING TECHNIQUES

Prepared By

Robert R. Gallo

Auburn Community College
Auburn, N.Y.
April 20, 1970

UNIVERSITY OF CALIF.
LOS ANGELES

AUG 24 1970

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

ED041575

JC 700 185

TABLE OF CONTENTS

ACKNOWLEDGEMENTS-----	ii
LIST OF TABLES	
Table I - Inmate Profile -----	iii
Table II- Projected Enrollment For A Three Year Educational Program-----	iv
LIST OF FIGURES	
Figure I -Design-----	v
INTRODUCTION	
I. Statement of the Problem-----	1
II. Review of Related Research-----	3
III. Objectives of the Study-----	6
IV. Procedure-----	7
A. Methods of Instruction-----	7
B. Assignment of Inmates-----	10
C. Data Collection and Analysis-----	11
D. Follow-up Study-----	13
APPENDIX A-----	14
I. Definitions-----	14
II. Establishment of Study Release-----	14
III. Procedure For Release of Eligible Inmates-----	15
IV. Conduct of Inmates Participating in Work Release Program-----	16
V. Rules and Regulations Governing The Study Release Program-----	17
BIBLIOGRAPHY -----	21

ACKNOWLEDGEMENTS

The author owes a generous debt of gratitude to a number of individuals whose ideas have been used or adopted in this proposal. In this regard, I wish particularly to acknowledge Dr. Albert T. Skinner, President of Auburn Community College; William Rogers, retired Director of Education at Auburn State Prison; Dr. Jason Millman, Professor of Educational Research Methodology at Cornell who served as design and analysis consultant to this project.

Also invaluable assistance was offered by the New York State Office of Crime Control and Planning, especially Dr. Robert Martinson, Dr. Judy Wilkes and Mr. Vernon McClean who served as project coordinator.

Similarly, I wish to acknowledge the technical assistance received from Warden John Deegan, Auburn State Prison; Commissioner Paul McGinnis, New York State Department of Correction; the Office of the Chairman of the New York State Division of Parole.

Finally, I would also like to acknowledge Dr. Daniel Glaser, Professor of Sociology at the University of Southern California for his many suggestions and encouragement.

TABLE 1

INMATE PROFILE

1. Name: _____
2. Prison Number _____
3. Social Security No. _____
4. Age At Start Of Program _____
5. Age At Release _____
6. Marital Status: _____
7. Number of Children _____
8. Family Interest (Determined by Institutional Parole Officer) _____
9. _____ Years of Employment (at the longest job held in the free community.)
10. Race: Black _____ White _____ Puerto Rican _____ Other _____.
11. Criminal Record:
 - a. Number of Commitments in Correctional Institutions
 1. Felony _____
 2. Misdemeanor _____
 - b. Terms of Commitment
 1. Felony _____
 2. Misdemeanor _____
12. Nature of Present Offense: Personal _____ Property _____
Narcotics _____ Other _____
13. IQ: _____
14. Formal Educational Level:

Elementary School	_____
High School	_____
College	_____
15. Experience in College Program
 1. Class Attendance _____
 2. Weeks in Program _____
 3. College Record _____
 4. Relationship With Other Inmates _____
 5. Relationship With Correction Officers _____
16. Number of Disciplinary Actions While Enrolled in the Program _____
17. Decision of Parole Board on Inmate in the Program _____
18. Recidivist: _____ First Offender _____

TABLE 2

PROJECTED ENROLLMENT FOR A THREE-YEAR EDUCATIONAL PROGRAM

1970 FALL SESSION (10 weeks)

Mon. - Fri.	8:00 - 8:50 A. M.....	15 Students
	9:00 - 9:50 A. M.....	15 Students
	10:00 -10:50 A. M.....	15 Students
Sat.	9A.M. - 2:30 P. M.....	15 Students
	Subtotal	<u>60</u> Students

1970 WINTER SESSION (10 weeks)

4 Classes..... 60 Students

1971 SPRING SESSION (10 weeks)

4 Classes..... 60 Students

1971 SUMMER SESSION (10 weeks)

4 Classes..... 60 Students

Subtotal 240 Students

1971-72 FOUR (4) SESSIONS

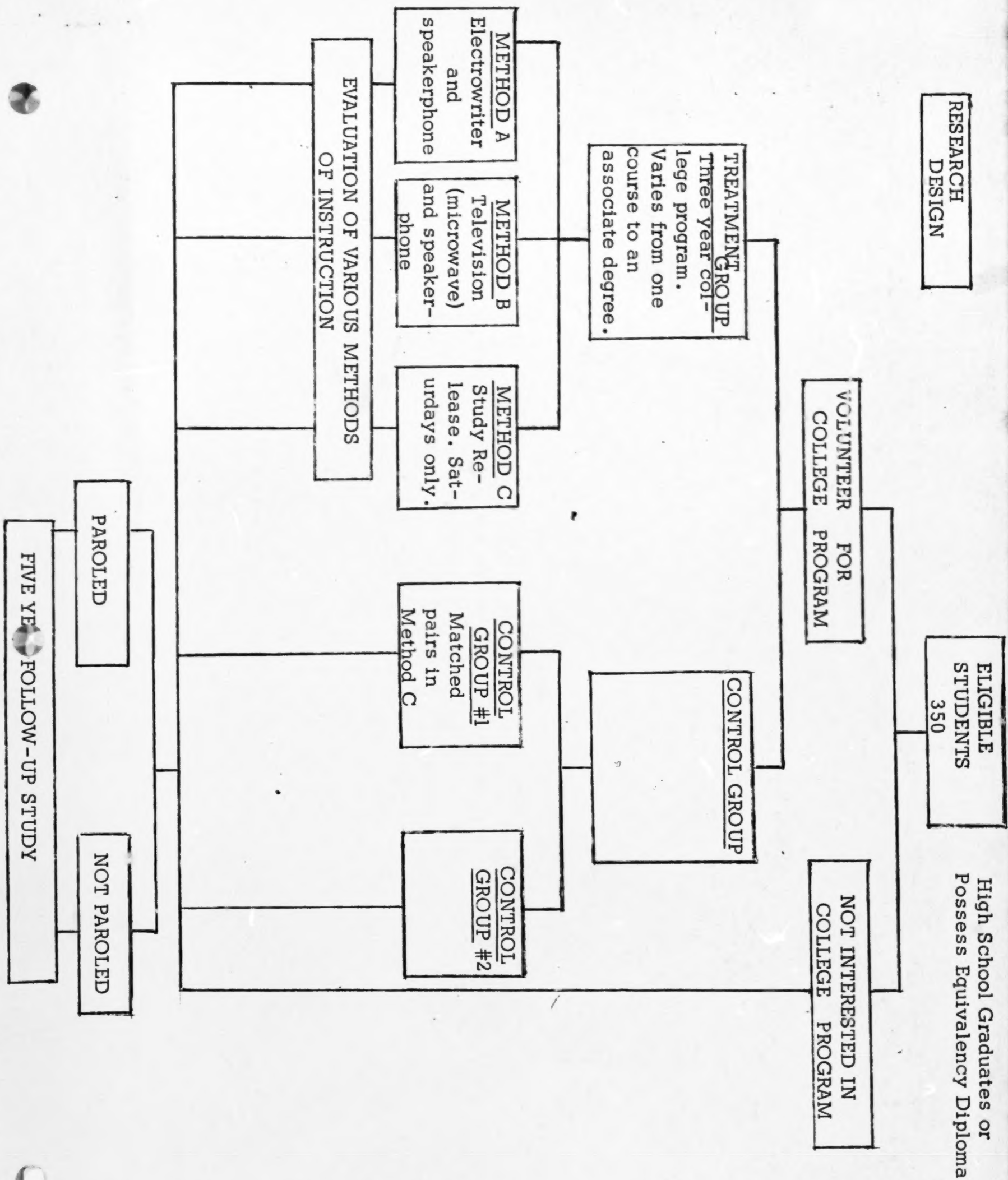
16 Classes.....240 Students

1972-73 FOUR (4) SESSIONS

16 Classes.....240 Students

TOTAL ENROLLMENT 720 Students

Figure 1.



I. STATEMENT OF THE PROBLEM:

As stated by Governor Nelson A. Rockefeller in the early part of 1966...

Greater efforts must be made and more imaginative new approaches must be studied to reduce the regularity with which these offenders come into future contact with the law. Any way we can rehabilitate more of these criminal offenders and reduce the number of repeaters will have a significant impact on our crime rate in New York State.

In the Spring of 1969, for the first time in the history of New York State, 30 inmates from Auburn State Prison participated in a unique educational program in cooperation with Auburn Community College. Two different courses in business administration were taught from remote facilities. The faculty members remained on campus and the students received their instruction in a classroom at the prison via the electrowriter and the speakerphone. Academically, the students did superior work. The faculty members presented the same course offered to day students on campus using the same textbooks, syllabi and exams.

This initial project, which was financed by a grant from the New York State Education Department, demonstrated that some inmates are capable of doing college work. One very important question, remained to be answered. What effect did this program have on reducing the rate of recidivism for those inmates enrolled in the college program? President Nixon, when directing Attorney General John Mitchell to draw up a 10-year plan for reform of the Federal prison system in November 1969 stated:

American system for correcting and rehabilitating criminals presents a convincing case of failure--- more than 40 per cent of those released from prison are returned for other offenses.

Over 20% of the general population at Auburn State Prison (approximately 350) possess high school diploma or equivalency diploma and are eligible for admission to a college credit program. If it can be demonstrated that a higher educational program can significantly reduce the recidivism rate of inmates who participate in such a program, then this project would have state-wide application for other correctional institutions. An excerpt from Report of National Commission on violence reported in the New York Times, November 1969, states:

With a few significant exceptions, the prisons and correctional facilities operate in isolation and reject public scrutiny. Programs of rehabilitation are shallow and dominated by greater concern for punishment and custody than for correction. Prison inmate work assignments usually bear little relationship to employment opportunities outside and internal supervision is often inadequate and placed in the hands of inmates. Thus correctional administrators are often said to be presiding over schools in crime.

The decade of the 1960's has been characterized by rapid social and technological change, and it is in this period that community services has emerged as an identifiable component of the community college.. Problems related to technological displacement, race, poverty, and urbanization have mandated a broadening of the college mission to provide a broader base for the development of human resources in the community. The community college is being challenged to move outside its doors "where the action is." The "open door" of the community college is becoming a "double door"; with 2-way traffic involving greater penetration of the college into the life of the community, and greater participation of the community in the life of the college.

Auburn Community College is attempting to assume greater social responsibility and become more involved in seeking solutions to the difficult and costly problems of the lower socio-economic groups as well as expanding its services in the cultural, recreational, health, industrial, business and governmental spheres of community life.

The objective of this research design is to study the effect on the rate of recidivism for prison inmates who participate in a 3-year college-level program. Information will be gathered during a 5-year follow-up study. Chief Justice of the United States, Warren E. Burger stated in a talk on Penal Reform before the American Bar Association convention in August, 1969...

If we do not solve what you call the problems of criminal justice, will anything else matter very much?

II. REVIEW OF RELATED RESEARCH

Adequate coverage has been given to the deplorable conditions of our nation's prisons and the great need for more rehabilitation programs for prison inmates. Recidivism rates are shown to be statistically high among paroled inmates. No hope for the future, lack of proper education and no specific available employment seem to be the leading causes of the high rate of recidivism.

Following a nation-wide tour of prison schools in 1930, Mr. Austin McCormick disclosed almost universal failure in penal education. As a result various wardens began including some time out of the day's work schedule for learning. This has grown in some instances to half day, full day and even evening studies; however, this achievement is limited by budget,

personnel, physical facilities and security. The results of these studies have shown that some programs were successful. A 10-year comparison of parole discharges and parole violations covering the years 1940 - 1950 reveals a high percent of failure and return to prison.

In the present day, legislators are aware of penal conditions and needs. In New York State, for example, Governor Rockefeller signed Senate Bill #4646 in May 1969 which sets forth the establishment of work release programs for eligible inmates of our State prisons to better enable many prisoners to make a successful return to society. The work release program established by this bill permits the development of programs in which inmates would be reintroduced into society for limited purposes under controlled circumstances, while continuing to reside in a penal institution. These programs should increase the likelihood of successful parole adjustment for those inmates who participate, since they will have had both outside work experience and some degree of exposure to parole supervision before release from the institution. Parenthetically, two inmates are pursuing a full-time college program at this college under this program during the spring semester of 1970.

Rikers Island Prison in New York City also provides a work-release program for inmates serving sentences of less than four months. The prisoners in the program spend their weekdays in the city working as office clerks, warehousemen, truckers helpers and factory workers. It is aimed at smoothing their eventual return to society and reducing the recidivism rate.

The NewGate Project has earned the support of Governor Tom McCall and has prompted the Oregon legislature to consider a re-direction of its corrections policy. "NewGate" is not a prison, but an OEO-sponsored

Research and Demonstration project that enables prison inmates to channel their energies into college study. Enrollees are recruited inside the prison and start a program aimed at a degree.

In recent years the Manpower Administration of the U. S. Department of Labor sponsored three experimental projects regarding the education and rehabilitation of public offenders. The latest one--the Draper Education and Development (E & D) Project conducted at the Draper Correctional Center, Elmore, Alabama, determined the feasibility of operating a manpower training program in a correctional setting through training, placing and follow-up offenders. The draper project demonstrated that education and training per se are not enough to effect the broad changes in inmates required for successful social adjustment. Also, the project demonstrated that a regular free-world manpower program should not be simply transplanted.

All of these programs have attempted to reduce the rate of recidivism in our nation's prison population. However, a cursory review of the appropriate literature (see bibliography) indicates quite vividly that very little research is being done in the field of correction especially in the area of educational rehabilitation. Some research studies indicate that educational programs both academic and vocational have little or no effect on recidivism. Other studies indicate that length of time in program is directly related to success (success being defined as lowering the recidivism rate).

III. OBJECTIVES OF THE STUDY

The primary objectives of this study are to determine the feasibility of three educational programs for prison inmates and to determine the effect of exposure to these programs on the rate of recidivism.¹ More specifically, realistic costs for each of the three educational programs will be determined; the recidivism rate during the next five years will be compared for inmates participating in the several programs and for inmates in control programs; the identification of inmate variables (such as I. Q., whether or not inmate was a first offender, etc.); how many semesters of the educational program is participated in, which might relate to the degree of success of the program will be sought; the inmate receptivity of the educational programs will be measured; and the effect of the exposure to the programs on the disposition of cases by the Parole Board will be studied. These objectives formed the basis for constructing the questions listed under Section IV-C of this proposal.

¹ Recidivism is defined in this study as a person reimprisoned for committing a new crime as serious as a felony or misdemeanor or for violating any condition of parole.

IV. PROCEDURE

A. Methods of Instruction

Three educational programs are proposed for use in this study. Each of these methods are described briefly below. In Appendix A are some legal definitions and regulations regarding release programs.

Treatment A - Electrowriter & Speakerphone

The inmates assigned to this group would receive the lectures via the electrowriter and the speakerphone. The inmates would be located in a classroom in the prison school while the instructor would be on campus. The faculty members would personally visit the prison classroom at least once a week.

The class would meet every day (5 days a week, Monday thru Friday) between 8 - 10:50 A. M. for a 10-week period with a maximum enrollment of 20 students. Four sessions are planned, fall, winter, spring and summer.

As part of the pilot effort mentioned in Section I of this proposal, this method of instruction was successfully attempted during the spring semester of 1969 in which 30 inmates participated. Some of the advantages of this type of instruction are:

1. Equipment is economical and relatively trouble-free.
2. Lectures are "live" and spontaneous.
3. A 2-way communication system permits the students and instructor to carry on discussions.

4. The electrowriter transmitter permits the instructor to present the material graphically to the students.
5. Female instructors can be used (however, females are not allowed inside the prison).

Disadvantages:

1. There is no visual contact (except during classroom visitations) between students and faculty.
2. Some courses could not be taught by this method.
3. The writing area of the electrowriter is limited by size, approximately 4" x 6".
4. Once something is written on the transmitter it cannot be recalled. The acetate roll moves forward only and cannot be moved backward.

Treatment B - T.V. (Microwave and Speakerphone)

In this method of instruction lectures would be presented "live" to the classroom in the prison school. The faculty member would be on campus and the students would be able to communicate with the faculty member thru the speakerphone in the prison classroom.

Classes would meet five days a week, Monday thru Friday for a 10-week session. Four 10-week sessions are planned each year with a maximum student enrollment of 20 in each class.

Advantages:

1. Inmates can see the instructor on a T.V. screen
2. Female instructors could lecture
3. Video tapes could be made for future use.
4. Courses not offered with electrowriter could be presented with T. V.

5. Students can communicate with instructor by means of the speakerphone.
6. Auburn prison school is presently equipped with a video tape recorder and T. V. monitor in each classroom.

Disadvantages:

1. Equipment is costly
2. Instruction is impersonal
3. Some courses could not be offered with this method.

Treatment C - Study Release

This program would allow a small number of low-risk inmates to receive their instruction outside the prison environment. Approximately 15 students would be assigned to this study release program on Saturday between the hours of 9 - 2:30 P. M.

Four sessions are planned, fall, winter, spring and summer accommodating 60 students/year.

Advantages:

1. Campus facilities are available on Saturday--no classes are scheduled. Library, science labs, audio-visual materials, computer and other areas are free.
2. Faculty members and students are in the same classroom..
3. Inmates would be learning in a very attractive environment.
4. The larger number of inmates participating in this program would give a larger sample for statistical analysis.

Disadvantages:

1. This program is expensive due to the cost of: clothing, lockers and locks (inmates have to change clothes), security force, transportation between prison and college, and meals.
2. High-risk inmates would not be allowed in the program.
3. Instruction would be received one day per week as compared to the other two programs which had daily classes.

B. Assignment of Inmates

As shown in Figure 1 , Research Design, five comparison groups will be employed; one for each instructional method and two control groups. The inmates involved in this study will be those who are high school graduates (or possess equivalency diplomas) and who volunteer for the college program. (Based on the receptivity of the pilot programs conducted in the Spring of 1969, there is reason to believe that a substantial majority of the inmates with a high school education will volunteer to participate in the educational program.)

The assignment of these inmates to the two control groups is a crucial aspect of the study. If the comparisons of recidivism rates among the groups are to be meaningful, it must be assured that these assignments be made in an unbiased way. The warden of the Auburn State Prison assures us of his complete cooperation in this matter. Indeed, we consider a strong feature of this proposal to be the unbiased way in which the comparison groups will be formed. Specific assignment procedures are as follows:

First, all eligible inmates who volunteer for the program will be divided by prison officials into two groups: those whose record makes them "low risk" and eligible for the study release program and those who are not eligible for the program. Those in the former group will be matched on relevant variables such as seriousness of previous offenses, time before parole, etc. Inmates will then be assigned at random to Method C (Study Release) and Control Group #1 (See Figure 1) within the enrollment limitations.

Since recidivism rates cannot be ascertained unless the inmates are parolled, preference will be given to those matched inmates who are expected to be parolled within a relatively short period of time. The matching will insure that the inmates assigned to Method C and Control Group #1 will be alike on selected relevant variables, and the random assignment assures us that what differences do remain can be estimated by the traditional methods of inferential statistics.

Second, the inmates not assigned to the two groups mentioned above will be matched and assigned at random to the other two educational programs and Control Group #2 following the procedures described above. The enrollments for the three educational programs for any given semester are fixed and indicated on page iv of this proposal. The relative sizes of Control Groups #1 and #2 depend upon the proportion of inmates evaluated as "low risk" and thus eligible for the study release program and the degree to which the same inmates are expected to be involved in the program semester after semester. The point is, however, that an attempt will be made to insure that the numbers of inmates in the control groups will be sufficient to provide stable statistical estimates of expected recidivism rates.

C. Data Collection and Analysis

The following questions will guide the data collection and analysis phases of the study:

1. What are realistic costs for conducting each of the educational programs?

2. Is the rate of recidivism lower for those inmates who participate in a college program than those inmates who do not?

3. Is the rate of recidivism lower for inmates in one educational program than in the others? (Only the "low risk" inmates in Methods A and B will be compared with the inmates in Method C.)

4. What is the receptivity by the inmates of the educational program?

5. Is there a relationship between success in the educational program and such inmate characteristics as number of previous offenses, time spent in the program, time spent in prison, etc.)

6. Is the degree to which the educational program is able to reduce the rate of recidivism a function of such inmate variables as I. Q., number of previous offenses, number of semesters in the educational program, etc. Is there a statistical interaction between type of treatment on student characteristic, on rate of recidivism?

7. Has the Parole Board reacted differently to inmates who participated in the educational program successfully and those inmates in the control group?

Data to answer these questions will be obtained from prison records, from specially constructed questionnaires to evaluate inmate reactions to programs, carefully kept records of costs and from data provided from parole officers who will conduct the interview data.

The matching and random assignment procedures will permit the use of standard statistical techniques of data analysis.

FOLLOW-UP STUDY

The rate of recidivism for inmates in each of the following groups will be determined by a five year follow-up study:

1. Treatment Group A - college program using electrowriter and speakerphone.
2. Treatment Group B - college program using television.
3. Treatment Group C - study-release college program on Saturdays.
4. Control Group #1 - matched pairs of low-risk inmates with Treatment Group C.
5. Control Group #2 - random sample of eligible inmates who volunteered for the college program receiving no treatment.
6. Group #6 - inmates who were eligible for the college program but decided not to participate because of lack of interest.

The hypothesis of the study will be tested by comparing the proportion of recidivists to non-recidivists. The inmate who participated in treatment A & B will be compared with Control Group #2. The inmates who receive Treatment C will be compared with Control Group #1.

New transfers to Auburn Prison, who are eligible and interested in the college program, will be randomly assigned to either the treatment or control groups every four months.

APPENDIX A

PROPOSED STUDY RELEASE PROGRAM FOR AUBURN STATE PRISON ADAPTED FROM NEW YORK STATE SENATE BILL No. 4646

I. DEFINITIONS: As used in this proposal the following terms have the following meanings:

1. Eligible inmate means a person confined in an institution where a work release program has been established who is eligible for release on parole or who will become eligible for release on parole within one year.
2. Study release program means a program under which eligible inmates may be granted the privilege of leaving the premises of an institution for the purpose of education.
3. Extended bounds of confinement means the area in which an inmate participating in a study release program may travel, the routes he is permitted to use, the places he is authorized to visit, and the hours, not exceeding six hours in any day, he is permitted to be absent from the premises of the institution.

II. ESTABLISHMENT OF STUDY RELEASE:

1. The Commissioner of Correction shall designate one or more institutions for the conduct of study release programs. The Commissioner of Correction with the approval of the chairman of the board of parole, shall promulgate rules and regulations for the administration of the study release program.

III. PROCEDURE FOR RELEASE OF ELIGIBLE INMATES:

1. A person confined in an institution designated for the conduct of study release programs who is, or who within 90 days will become an eligible inmate, may make application to the study release committee of the institution for permission to participate in a study release program.
2. If the study release committee determines that a study release program for the applicant is consistent with the safety of the community is in the best interests of rehabilitation of the applicant and is consistent with rules and regulations of the commissioner of correction, the committee, with the assistance of the division of parole, shall develop a suitable program of study release for the applicant.
3. The warden may approve or reject the program. If the warden approves the program, he shall indicate such approval in writing by signing the memorandum. If the warden rejects the program, such decision shall be reviewed by the commissioner of correction.
4. In order for an applicant to accept a program of study release, he shall agree to be bound by all the terms and conditions thereof and shall indicate such agreement by signing the memorandum of the program immediately below a statement reading as follows:
"I accept the foregoing program and agree to be bound by the terms and conditions thereof. I understand that I will be under the supervision of the State Division of Parole while I am away from the premises of the institution and I agree to comply with the instructions of any parole officer assigned to supervise me. I will

carry a copy of this memorandum on my person at all times while I am away from the premises of the institution and I will exhibit it to any peace officer upon his request. I understand that my participation in the program is a privilege which may be revoked at any time, and that if I violate any provision of the program I may be taken into custody by any peace officer and I will be subject to disciplinary procedures. I further understand that if I intentionally fail to return to the institution at or before the time specified in the memorandum I may be found guilty of a felony."

5. After approving the program study release, the warden may then permit an eligible inmate who has accepted such program to go outside the premises of the institution within the limits of the extended bounds of confinement described in the memorandum.

6. The warden of the institution may at any time revoke any inmate's privilege to participate in a program of study release.

IV. CONDUCT OF INMATES PARTICIPATING IN WORK RELEASE PROGRAM:

1. An inmate who is permitted to leave the premises of an institution to participate in a program of work release shall have on his person a copy of the memorandum of that program as signed by the warden of the institution at all times while outside the premises of the institution and shall exhibit such copy to any peace officer upon request of the officer.

2. If the inmate violates any provision of the program, or any rule or regulation promulgated by the commissioner of correction for conduct of inmates participating in study release programs, he

shall be subject to disciplinary measures to the same extent as if he violated a rule or regulation of the commissioner for conduct of inmates within the premises of the institution.

V. RULES AND REGULATIONS GOVERNING THE STUDY RELEASE PROGRAM

The following rules and regulations, governing the administration and conduct of the study release program are promulgated by the Commissioner of Correction, pursuant to Chapter 472 of the Laws of 1969:

1. Auburn Prison, Auburn, New York, is hereby designated as the institution in which the study release program is established.
2. The study release committee shall be responsible for the formulation, modification and revocation of the study release program at the institution and determination that a study release program for an applicant is consistent with the safety of the community, is in the best interests of the rehabilitation of the applicant, and is consistent with the rules and regulations promulgated by the Commissioner of Correction in cooperation with the New York State Division of Parole.
3. The study release committee shall prepare a written memorandum outlining the details of the inmate's study release program including the bounds of his confinement; the hours of leaving the institution, and of his return thereto. This program must be submitted to the head of the institution. If the Warden approves the program, he shall indicate such approval in writing by signing the memorandum. If the Warden rejects the Program, such decision shall be reviewed by the Commissioner of Correction.

4. In order for an applicant to accept a program of study release, he shall agree to be bound by all the terms and conditions thereof and shall indicate such agreement by signing the memorandum of the program immediately below a statement reading as follows:

I accept the foregoing program and agree to be bound by the terms and conditions thereof. I understand that I will be under the supervision of the State Division of Parole while I am away from the premises of the institution and I agree to comply with the instructions of any parole officer assigned to supervise me. I will carry a copy of this memorandum on my person at all times while I am away from the premises of the institution and I will exhibit it to any peace officer upon his request. I understand that my participation in the program is a privilege which may be revoked at any time, and that if I violate any provision of the program I may be taken into custody by any peace officer and I will be subject to disciplinary procedures. I further understand that if I intentionally fail to return to the institution at or before the time specified in the memorandum I may be found guilty of a felony.

5. Every eligible person who participates in a study release program shall have on his person at all times a copy of the memorandum of said program signed by the head of the institution.

6. Participation in a study release program shall be a privilege and not a right. Nothing contained in Article 26 of the Correction Law may be construed to confer upon any inmate the right to participate or to continue to participate in a study release program. The head of the institution may at any time, and upon recommendation of the study release committee or the Chairman of the State Board of Parole or his designee shall, revoke any inmate's privilege to participate in a program of study release.

7. Screening of applications by the Study Release Committee is to include consideration of the type and nature of the present offense, previous criminal history, use of drugs or alcohol or unusual patterns of delinquent behavior, as well as the attitude, interest and desire of the inmate for participation in the program. It is important that eligibles be free of any serious emotional and personality defects. In addition, careful consideration should be given to excluding types of inmates whose past history indicates definite trends or patterns of behavior which would make their success in the program extremely doubtful or would endanger those in free society.
8. The institution physician shall provide medical clearance for all eligibles and the institution psychiatrist shall provide a psychiatric evaluation for the Committee.
9. All inmates are to be dressed in and out through a central clearance room or rooms in which they may leave their prison clothing, be searched, don study clothes and reverse the process upon their return.
10. Departure and arrival schedules will govern arrangements for meals for this group. Arrangements, for carrying these inmates on the daily count, will be made by the Deputy Warden.
11. To provide for necessary daily cash amounts, small lock boxes may be provided for which only the inmate will hold the key. Duplicate keys shall be kept in sealed envelopes elsewhere, and which can only be opened in the presence of the inmate and a designated employee. Suitable amounts of the daily cash needed will be determined by the work study committee on an individual basis.

12. Any person, participating in a work study program, who violates any provision of the program or any rule or regulation promulgated by the Commissioner of Correction for the conduct of inmates participating in this program, shall be subject to disciplinary measures in the same manner as though such inmate had violated the rules and regulations pertaining to conduct within the institution.

13. The provisions relating to good behavior allowances shall apply to the behavior of inmates while participating in study release programs outside the premises of the institution and such allowances may be granted, withheld, forfeited or cancelled in whole or in part for behavior outside the premises of the institution to the same extent and in the same manner as is provided for behavior of inmates within the premises of the institution.

14. Any person who, while participating in a study release program absconds and intentionally fails to return to the institution of his confinement at or before the time prescribed for his return, is guilty of absconding, which is a Class E felony.

1. Bauermeister, E. E., "Why Correctional Education!" Journal Of Correctional Education, Vol. XXI No. 4, (Fall 1969).
2. Bell, Perry B. "Federal Offenders Rehabilitation Program", May 1967, ERIC Doc. No. ED012-485.
3. Burger, Warren E., "Penal Reform: A Crucial Priority," Wall Street Journal, (September 29, 1969).
4. Burnham, David, "Census Of Addicts In State Started," The New York Times, (June 23, 1968).
5. Clark, Alfred E., "Rikers Prisoners Work Outside," The New York Times, (October 10, 1969), Second Section, Page 1.
6. Clines, Francis X., "City Convicts To Get A Halfway House," The New York Times, (December 4, 1969).
7. Collins, Joseph W. and Richard Weisberg, "Training Needs In Correctional Institutions," U.S. Dept. of Labor, Washington, April 1966, ERIC Doc. No. ED025-601.
8. Cressey, Donald R. & David A. Ward, "Delinquency, Crime And Social Process," New York: Harper & Row, 1969.
9. Eaton, Joseph W., "Stone Walls Not A Prison Make," Springfield, Ill.: Charles C. Thomas, 1962.
10. Elwell, Dave, et al, "Opportunity Centers Systems No. 2", September 1968.
11. "Excerpts From Report Of National Commission On Violence," The New York Times, (November 2, 1969).
12. "Experiences Of The Draper E & D Project For The OMAT Program Operation Retrieval--Youth Seventh Progress Report," Elmore, Ala. Sept. 30, 1965, ERIC Doc.No. ED020-310.
13. Giardini, G. I., "The Parole Process," Springfield, Ill.: Charles C Thomas, 1959.
14. Gibbons, Don C., "Changing The Lawbreaker," Englewood Cliffs, N. J.: Prentice-Hall, Inc. 1965.
15. Glaser, Daniel, "A Review Of Current Research In Correctional Treatment," U. S. Bureau Of Prisoners, Conference Of Wardens, Univ. Of Notre Dame 1958.
16. _____, "Research On Economic Assistance For Released Prisoners," Proceedings, American Correctional Association, 1960.
17. _____, "The Effectiveness Of A Prison & Parole System," Indianapolis: Bobbs-Merrill Co., Inc. 1964.
18. Glaser, Daniel, Fred Cohen & Vincent O'Leary, "The Sentencing And Parole Process," U. S. Dept. Of Health, Education & Welfare Publication, 1966.
19. Gordon, Norma J., "Fighting Crime With Sheepskins," Upward Bound, June 1969
20. Hamer, Don, et al, "Opportunity Centers System 1 & 3," September 1968.
21. Hagood, Margaret Jarman & Daniel O. Price, "Statistics For Sociologists," New York: Henry Holt & Co., 1941, 1952.

22. Hershey, Harvey, "Adult Education & Personality Of Inmates Of The State Prison Of Southern Michigan," Doctoral Thesis, Michigan State University, Ann Arbor: Xerox Co., 1965.
23. Holister, Hal, " I Say Prisons Are A Failure," The Saturday Evening Post, (August 26, 1961).
24. "Job-Finding Hard For Ex-Convicts," New York Times, (November 30, 1969.)
25. Knowles, M.S., "Handbook Of Adult Education In The U.S."
26. Koenker, Robert H., "Simplified Statistics" Bloomington, Ill.: McKnight & McKnight Publishing Co., 1961.
27. Kovach, Bill, "Million In State Found To Be Aware Of Drug Sellers," The New York Times, (November 23, 1969).
28. Kovach, Bill, "Parole Board Takes Liberal View But is Shielded From Pressure," The New York Times, (November 2, 1969).
29. McCafferty, "Can We Find Standard Statistical Definition of Recidivism," Proceedings, American Correctional Association, 1958.
30. McIntyre, Charles, "Responsibilities, Rights & Incentives For Faculty With Respect To Televised Instruction," October 1966, ERIC Doc. No. ED025-152.
31. McKee, John M., "Experimental & Demonstration Manpower Project For Training & Placement Of Youthful Inmates of Draper Correctional Center, 16th Progress Report," July 1, 1967, ERIC Doc. No. ED 020-323.
32. McKee, John M., Donna M. Seay, Anne Adams, "Experimental & Demonstration Manpower Project For Training & Placement Of Youthful Inmates Of Draper Correctional Center At Elmore, Ala.," Sept. 1, 1965, ERIC Doc. No. ED020-307.
33. McKee, John M., "Experimental & Demonstration Manpower Project For Training & Placement Of Youthful Inmates Of Draper Correctional Center At Elmore, Ala.," Jan. 1, 1965, ERIC Doc. No. ED020-309.
34. McKee, John M., Donna Seay, Anne Adams, "MDTA Vocational Experimental Demonstration Project For Training & Placement Of Youthful Offenders," 1966, ERIC Doc. ED 013-420.
35. McKee, John M. et al, "Experimental & Demonstration Manpower Project, Training & Placement Of Youthful Inmates, Draper Correctional Center," June 1, 1966, ERIC Doc. No. ED020-304.
36. McKee, John M., et al, "MDTA Vocational Experimental Demonstration Project For Training & Placement Of Youthful Offenders, Fourteenth Progress Report," 1967, ERIC Doc. No. ED013-423.
37. McKee, John M., et al, "MDTA Vocational Experimental Demonstration Project For Training and Placement of Youthful Offenders, Fifteen Progress Report," 1967, ERIC Doc. No. ED013-424.
38. "Missouri Project Trains Prisoners To Get Good Jobs," New York Times, (May 1, 1968).
39. Mueller, John H., Karl F. Schuessler, "Statistical Reasoning In Sociology" Boston: Houghton Mifflin Co., 1961.
40. Murphy, David R., "Report On The Hartford State Jail Pilot Rehabilitation Project 1965-1966, ERIC Doc. 019-589.

41. Naughton, James M., "President Urges Prison Reforms," New York Times (Nov. 14, 1969).
42. O'Toole, A. L., "Elementary Practical Statistics", New York: The MacMillan Co., 1960, 1964.
43. Pennsylvania Board of Parole, "Five Year Studies Of Parolees," 1963.
44. Peat, Marwick, Mitchell & Co., "The Future Of The Public Two-Year Colleges In New York State" September 1969.
45. "Reforming The Prisons," The New York Times, (November 19, 1969).
46. Reinhardt, James M., "Prison Education", Journal of Correctional Research, Univ. of Ala., Oct. 1956.
47. "Review And Outlook," The Wall Street Journal, "Beyond Hand-Wringing".
48. Roberts, Albert R., "Current Trends In College-Level Instruction For Inmates Of Correctional Institutions," The Journal Of Correctional Education Vol. XXI, No. 4, Fall 1969.
49. Rose, Tom, "Twenty-Five To Work, Study Outside Prison Walls," Citizen-Advertiser, (Nov. 19, 1969).
50. Rubin, Sol, "Recidivism and Recidivism Statistics," National Probation and Parole Association Journal, No. 3 (July 1958).
51. Saden, S. J., "Correctional Research At Jackson Prison," Journal Of Correctional Education, No. 4, (October 1962).
52. Samuels, Gertrude, "A New Lobby - Ex Cons", The New York Times (October 19, 1969).
53. Schnur, Alfred C., "The Educational Treatment Of Prisoners & Recidivism," The American Journal of Sociology (Sept. 1948).
54. Sellin, Thorsten, "Recidivism And Maturation," National Probation And Parole Association Journal, No. 3 (July 1958).
55. State of New York Library, "Administration of Justice-Current List Of Books And Journals- 1969".
56. State of New York Joint Legislative Committee, "Crime, Its Causes, Control And Effect On Society 1967," No. 29, 1967.
57. State of New York, "Facts & Figures About The Activities Of The Board Of Parole And The Division Of Parole Of The Executive Dept.," Jan. 1, 1968 - Dec. 31, 1968.
58. State of New York, "In Senate," February 14, 1969.
59. State of New York, "One Hundred Years Of Progress In The New York State Correctional System," August 1969.
60. State of New York, "Plan For Development Of Crime Control In State Of New York," OCCP Doc. No. 1, May 2, 1969.
61. State of New York, "Preliminary Report Of The Governors Special Committee On Criminal Offenders," June 1968.
62. State of New York, "Some Factors Associated With Delinquent Parolée Behavior," Thirty Second Annual Report of the Division of Parole Of The Executive Dept., Doc. No. 112, 1962.
63. State of New York, Bureau Of Research And Statistics, "Social Adjustments of 33,967 Parolees From New York State Correctional Institutions,"

64. State of New York, "Thirty Eighth Annual Report- Division of Parole Of The Executive Dept." Jan. 1, 1967 - Dec. 31, 1967.
65. State of New York, "Thirty Ninth Annual Report For The Year 1965," Comm. of Correction.
66. Sullivan, Clyde E., Wallace Mandell, "Restoration Of Youth Through Training - A Final Report," ERIC Doc. No. ED016-138, April 1967.
67. United States, Dept. Of Health, Education And Welfare, "Research In Correctional Rehabilitation".
68. Van Dalen, Deobold B., William J. Meyer, "Understanding Educational Research," New York: McGraw-Hill Book Co. 1962, 1966.
69. Vold, George B., "Does The Prison Reform?" Annals Of The American Academy Of Political & Social Science, May 1954.
70. Waldo, Gordon P., "Research In Correctional Education," Journal Of Correctional Education.
71. Wallis, W. Allen & Harry V. Roberts, "The Nature Of Statistics" New York: The Free Press, Collier McMillan Co., 1956, 1962, 4th Printing Sept. 1966.
72. Whipple, Charles M., "Remedial Attitudinal Therapy In The Reformatory Classroom," Oct. 1966, ERIC Doc. ED025-794.
73. Whitehill, Joseph, "The Convict And The Burgher - A Case Study Of Communication And Crime," Nov. 4, 1969.
74. Wilkinson, Fred T., "Guide For Inmate Education," Rev. Ed., Pub. D.65. ERIC Doc. No. ED017-840.